

*For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.*

School Name: Lewis Elementary

Monitoring Date: 2024-2025

GOAL #1
Literacy (K-2)

The percentage of K-2 students scoring at or above grade level in Reading will increase from 64 % to 75%, as measured by the 2024-2025 Amira Universal Screener.
 (Fall 2024 results will be used as baseline data)

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Kindergarten through second-grade teachers will collaborate to implement consistent phonics instruction to improve encoding and decoding skills. They will utilize the county pacing guide for phonics instruction and measure it using common quarterly phonics assessments.		<p>Performance Target: The performance target for this action step is to enhance encoding and decoding skills for kindergarten through second-grade students.</p> <p>Implementation (include person responsible): Kindergarten through second-grade teachers will collaborate to implement consistent phonics instruction using the county pacing guide. (Kindergarten – Second Grade Teachers) (Principal and Assistant Principal)</p> <p>Artifacts: Lesson Plans: Lesson plans showing alignment with the county pacing guide for phonics instruction. CCC Meeting Minutes: Documentation of collaboration sessions among kindergarten through second-grade teachers. Assessment Data: Results from common quarterly phonics assessments to track student progress. Instructional Materials: Resources and materials used during phonics instruction aligned with the pacing guide.</p>

		<p>Progress Monitoring: Quarterly Phonics Assessments: Regular assessment of students' phonics skills to track improvement in encoding and decoding.</p> <p>Classroom Observations: Periodic observations by the Principal and Assistant Principal to ensure consistent implementation of phonics instruction according to the county pacing guide</p> <p>Performance Target:</p> <p>Implementation (include person responsible):</p> <p>Artifacts:</p> <p>Progress Monitoring:</p>

<p>GOAL #2 Literacy (3-5)</p>	<p>The percentage of third, fourth, and fifth-grade students scoring proficient will increase from 49.3 % to 52.3 % as measured by 2024-2025 ELA E.O.G. (Milestones)</p>
---	--

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Third through fifth-grade teachers will collaborate to implement consistent vocabulary instruction, utilizing the county pacing guide for vocabulary instruction and measuring it with common quarterly vocabulary assessments.		<p>Performance Target: The performance target for this action step is to improve vocabulary proficiency among third through fifth-grade students.</p> <p>Implementation (include person responsible): Third through fifth-grade teachers will collaborate to implement consistent vocabulary instruction utilizing the county pacing guide. (Third – Fifth Grade Teachers) (Principal and Assistant Principal)</p> <p>Artifacts: CCC Meeting Minutes: Agendas and minutes from collaborative meetings, showing planning and coordination of lessons. Quarterly Assessments: Copies of common vocabulary assessments used each quarter. Lesson Plans: Lesson Plans detailing vocabulary instruction aligned with the county pacing guide</p> <p>Progress Monitoring: Classroom Observations: Conduct periodic classroom observations to ensure teachers are implementing the vocabulary instruction strategies. Student Assessment Data: Analyze the results of the common quarterly vocabulary assessment to track progress and identify areas for improvement.</p>
		<p>Performance Target:</p> <p>Implementation (include person responsible):</p>

	Artifacts:
	Progress Monitoring:

GOAL #3 Math (K-2)	The percentage of K-2 students growing at least 100 quantile points in Math will increase from 73% to 78%, as measured by the 2024-2025 DRC BEACON Assessment. (Fall 2024 results will be used as baseline data)
-------------------------------------	---

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Kindergarten through second-grade teachers will collaborate to deliver consistent math instruction using the county's math pacing guide to improve overall numeracy. Progress will be measured using the results of common grade-level assessments.		Performance Target: The performance target is to improve overall numeracy among kindergarten through second-grade students.
		Implementation (include person responsible): Kindergarten through second-grade teachers will collaborate to deliver consistent math instruction using the county's math pacing guide. (Kindergarten – Second Grade Teachers) (Principal and Assistant Principal)

	<p>Artifacts: CCC Meeting Minutes: Agendas and minutes from collaborative meetings showing planning and coordination of Math lessons.</p> <p>Common Grade Level Assessments: Copies of common grade level assessments.</p> <p>Lesson Plans: Lesson Plans detailing math instruction aligned with the county pacing guide</p>
	<p>Progress Monitoring: Schedule periodic Admin. CCC meetings with kindergarten through second-grade teachers to review their implementation of the math pacing guide and discuss any challenges or successes.</p> <p>Observations: Conduct classroom observations to see how teachers are delivering math instruction and whether it aligns with the county's pacing guide.</p> <p>Assessment Analysis: Analyze the results of common grade-level assessments to track student progress in numeracy and determine whether improvements are being made due to teachers' collaborative efforts.</p>
	<p>Performance Target:</p>
	<p>Implementation (include person responsible):</p>
	<p>Artifacts:</p>
	<p>Progress Monitoring:</p>

GOAL #4 Math (3-5)	The percentage of third, fourth, and fifth-grade students scoring proficient will increase from 57.1% to 60.1% as measured by 2024-2025 Math E.O.G. (Milestones)
-------------------------------------	--

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Third through fifth-grade teachers will collaborate to deliver consistent math instruction using the county's math pacing guide to improve overall numeracy. Progress will be measured using the results of common grade-level assessments.		Performance Target: The performance target for the action step is to improve overall numeracy among third through fifth-grade students.
		Implementation (include person responsible): Third through Fifth-grade teachers will collaborate to deliver consistent math instruction using the county's math pacing guide. (Third – Fifth Grade Teachers) (Principal and Assistant Principal)
		Artifacts: CCC Meeting Minutes: Agendas and minutes from collaborative meetings showing planning and coordination of Math lessons. Common Grade Level Assessments: Copies of common grade level assessments. Lesson Plans: Lesson Plans detailing math instruction aligned with the county pacing guide
		Progress Monitoring: Schedule periodic Admin. CCC meetings with third through fifth-grade teachers to review their implementation of the math pacing guide and discuss challenges or successes. Observations: Conduct classroom observations to see how teachers are delivering math instruction and whether it aligns with the county's pacing guide.

	Assessment Analysis: Analyze the results of common grade-level assessments to track student progress in numeracy to determine whether improvements are being made due to teachers' collaborative efforts.
	Performance Target: Implementation <i>(include person responsible):</i> Artifacts: Progress Monitoring:

GOAL #5
School Selected

During the 2024-2025 school year, 100 % K-5 teachers will meet monthly in vertical teams to enhance collaboration and alignment across grade levels, as measured by monthly meeting minutes.

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Kindergarten through Fifth Grade teachers will participate in monthly vertical team meetings to collaborate and ensure		Performance Target: Kindergarten through Fifth Grade teachers will participate in monthly vertical team meetings

continuity and alignment in curriculum delivery across grade levels. Progress will be measured by reviewing meeting minutes to track the consistency and effectiveness of vertical team meetings.

Implementation *(include person responsible):*

Kindergarten through Fifth Grade teachers will participate in monthly vertical team meetings to collaborate and ensure continuity and alignment in curriculum delivery across grade levels.
(K-5 Teachers) (Assistant Principal and Principal)

Artifacts:

Meeting Minutes: Documented records of each monthly vertical team meeting

Agendas: Provide copies of meeting agendas outlining topics for discussion and planned activities during each vertical team meeting.

Progress Monitoring:

Analyze meeting minutes regularly to track trends and identify areas for improvement, ensuring the ongoing effectiveness of teacher collaboration

Performance Target:

Implementation *(include person responsible):*

Artifacts:

	Progress Monitoring:
--	----------------------

Final Notes

Principal Signature

Assistant Superintendent

--